

Haida Gwaii School District

SD#50

Interim Progress Report for the Enhancing Student Learning Report September 2025

Respond to Results

In Review of Year 3 of Haida Gwaii Strategic Plan 2022 - 2026

Approved by Board on Sept 9, 2025

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District Context for Continuous Improvement

The Haida Gwaii School District respectfully acknowledges that we serve island communities located on the traditional, ancestral, and unceded lands of the Haida people, who have lived on Haida Gwaii's lands and waters since time immemorial. Haida Gwaii, an archipelago situated 130 kilometres off the northwest coast of British Columbia, is renowned for its ancient and remote rainforests, breathtaking coastlines, rich biodiversity, and the vibrant culture and heritage of the Haida Nation.

Our staff, students, and families are enriched by Haida Gwaii's distinctiveness, including its history, language, and cultural traditions. The district's work is guided by the Haida Laws, which are foundational to our [2022–2026 Strategic Plan](#).

We operate five schools across the island communities, serving just over 500 students. Nearly 70% of our learners identify as Indigenous, including Inuit and Métis, with the majority being of Haida descent. Like many rural and remote districts, Haida Gwaii has experienced significant demographic shifts. Enrolment has declined steadily from more than 1,000 students at the start of the 21st century, reflecting broader population decreases linked to the contraction of the resource sector. Encouragingly, in the past two years we have seen a modest enrolment increase, including the arrival of some newcomer families to Canada.

Haida citizens make up approximately half of the islands' overall population of 5,000, with about 1,500 Haida residing in the villages of [HlGaagilda \(Skidegate\)](#) and [Gaw Tlagée \(Old Massett\)](#). We are proud to serve the families and communities of Haida Gwaii within the context of the historic [Gaayhllxid/Giihlagalgang 'Rising Tide' Haida Title Lands Agreement](#) with the Province of British Columbia. This landmark agreement affirms the Haida Nation's rightful authority over Haida Gwaii and establishes a framework for governing the territory. The initial two-year transition period focuses on shared decision-making in areas such as protected lands, forestry, and fishing lodges.

As in many rural districts, recruitment and retention of staff remain ongoing challenges. While provincial initiatives in recent years have improved teacher recruitment, filling support staff roles continues to be difficult. Despite these challenges, our district remains committed to providing high-quality, culturally grounded education that reflects the values and aspirations of the communities we serve.

The Haida Gwaii Board of Education and district leadership team are committed to advancing student equity and achievement through a cycle of continuous improvement that begins in schools and extends across the district.

In 2024–25, the district introduced a new *Spring Planning* process that brought each school team together with the full district leadership team. These meetings focused on school priorities, monitoring student achievement, and responding to key indicators, with particular attention to the priority populations identified in the Framework for Enhancing Student Learning order, Indigenous students, children and youth in care, and students with diverse abilities. This process complements each school's annual School Growth Plan, which identifies student learning priorities based on school level data and local needs. Growth plans are reviewed by district staff and the Board of Education and then posted publicly.

The district's commitment to improvement is also reflected in the annual [Strategic Operational Plan](#), which provides clear actions, regular updates, and reflective reviews tied to the Board's strategic goals. Financial processes have been aligned to this plan through consultation with staff, parents, and community members, ensuring that resources are directed toward identified strategic objectives.

Given our small enrollment, subgroup data can be challenging to interpret. To address this, we have established an internal tracking system for children and youth in care and are strengthening district involvement in reviewing IEP goals for students with diverse abilities. Our aim is to build a robust, intentional, and targeted monitoring system to better support priority populations.

While literacy and numeracy assessments in Grades 4, 7, and 10 continue to fall below provincial averages, they remain a central focus of our improvement efforts. Over the past two years, we have also observed a decline in both our five-year graduation rates and immediate post-secondary transition rates, which have now dropped below the provincial average. This emerging trend will be an important focus of our work this year, as we strive to better understand the underlying factors contributing to these results.

Engagement with families and communities is central to the work of the school district. The District Parent Advisory Council (DPAC) provides a regular forum for parent voice, while the Indigenous Education Council (IEC) ensures that Haida and Indigenous perspectives are embedded in planning. Both councils offer opportunities to share student learning data, listen to feedback, and adjust priorities. Broader consultation processes, including budget planning, further extend engagement with the wider community.

Our focus continues to be on creating a culture of continuous improvement to support and strengthen student outcomes, ensuring that all learners on Haida Gwaii are supported to succeed.

Reflect and Adjust

Following a review of strategies to strengthen literacy and numeracy outcomes, the district has refined its approach and introduced several new initiatives for the coming years. For a complete review of strategic objectives, please see our [Strategic Operational Plan](#).

Two significant adjustments include the creation of *Collaborative Teacher Support Teams* and the hiring of two part-time *Communication Skills Specialist Teachers* (0.2 FTE each). Both initiatives are designed to assist schools in providing “just right” personalized instructional strategies in literacy and numeracy. As the *Communication Skills Specialist Teachers* are funded through the provincial Literacy Grant, these supports will begin in Fall 2025 with the development of a two-year work plan.

The district is also advancing a series of new and continuing strategies to improve achievement outcomes for all K–12 students, including:

- Co-developing a Haida Gwaii Communication Skills Framework with teachers and principals (*supported by the Literacy Grant*).
- Implementing evidence-based instructional resources, including UFLI Foundations and Joyful Literacy, to strengthen personalization. (*supported by the Literacy Grant*).
- Provide a professional learning opportunity to join a Dr. Julia Lindsey book club, in partnership with Surrey School District.
- Offering release time for grade-level teacher teams to collaborate with Communication Skills Specialists in analyzing disaggregated provincial and district assessment data. (*supported by the Literacy Grant*).
- Piloting new tools, including a Kindergarten Screener, district Numeracy Assessment and School-Wide Writes, to strengthen early identification and writing development.
- The district refined and adapted our district collection of Fountas and Pinnell literacy data by providing every school with a summary report of Fall and Spring results which included referencing a variety of resources to support those learners identified as possibly benefitting from additional instructional supports.

Beyond literacy and numeracy, our Spring Planning sessions emphasized the importance of supporting students living away from their familial homes, including many who are Children and Youth in Care (CYIC). To strengthen supports for this cohort, a member of the district team will review monthly attendance data, while the Superintendent will meet regularly with principals to examine key indicators of student progress. These practices ensure timely interventions are provided when needed. Our established processes to review outcomes for

students with diverse abilities and Indigenous learners also continue to guide targeted supports and strategies that address equity and achievement gaps.

It should also be noted that although we had district strategic priorities beginning to align with school growth plans, the creation of our Spring Planning process clearly shows an emerging deeper, vertical alignment with district priorities.

Our work with Dr. Sara Davidson continues to evolve. In the first year, she worked directly with principals; last year, with interested teachers and support staff. This year, Dr. Davidson will collaborate with our District Principal of Indigenous Education and UBC Professor, Dr. Cynthia Nicol to offer four professional learning sessions, featuring district and community educators and knowledge holders, under the series title *Anchor Your Teachings in Haida Gwaii Stories, Land and Language*. We continue to see this work with Dr. Davidson as a promising practice supporting our school district's work towards decolonizing our practices.

Our collaborative partnership with the Indigenous Education Council (IEC) continues to deepen. Members have received regular presentations on student achievement, disaggregated to highlight results for Indigenous students living both on- and off-reserve. These presentations have sparked rich conversations and thoughtful questions, leading to more meaningful engagement. Last year, the IEC hosted year-end luncheons at both secondary schools, creating opportunities for council members to connect directly with school staff. IEC engagement has proven highly effective in generating authentic dialogue, strengthening school–community relationships, and informing district strategies to improve outcomes for Indigenous learners.

Create Alignment to Enhancing Student Learning

Alignment of School Plans

In Haida Gwaii, the cycle of continuous improvement begins in schools and is reinforced at the district level. Each school develops an annual School Growth Plan, identifying learning priorities based on the needs of their students. These plans are reviewed by the district leadership team and the Board of Education, and then posted publicly to ensure transparency and accountability.

In 2024–25, the district introduced a new Spring Planning process where each school team met directly with the full district leadership team. This process has strengthened vertical alignment between school priorities and district strategic goals, ensuring coherence across classrooms, schools, and district-level planning. By embedding provincial and district-level data, including attention to populations identified in the Framework for Enhancing Student Learning order, schools are better supported in targeting areas such as literacy, numeracy, and vulnerable learners.

Alignment of Operational Plans

The district's broader planning processes also reinforce alignment with strategic priorities. The annual [Strategic Operational Plan](#) translates the Board's Strategic Plan into concrete actions, timelines, and measures of progress. This plan is reviewed and updated regularly to reflect ongoing monitoring and engagement.

Other operational areas are aligned to support student learning priorities:

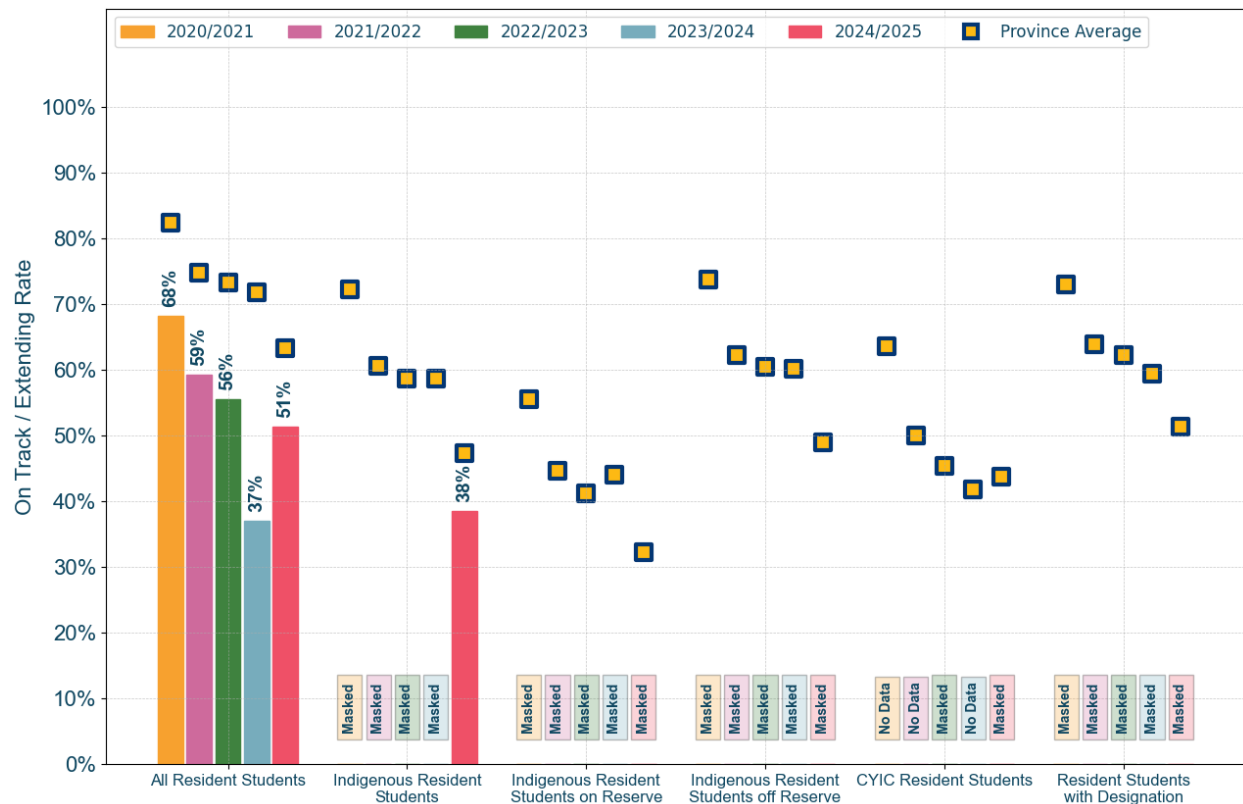
- **Financial planning:** The Secretary Treasurer has adjusted budgeting processes to ensure resources are directed toward strategic objectives. Recent Literacy Grant funding, for example, is supporting the creation of Communication Skills Specialist Teachers and collaborative teacher support teams.
- **Human resources:** Recruitment and retention efforts remain a challenge in a rural and remote context, but the district continues to use in targeted strategies to attract and support teachers and support staff. and participate
- **Instructional planning:** Professional learning opportunities (e.g., UFLI Foundations, Joyful Literacy, Dr. Julia Lindsey book club) and the co-development of a Haida Gwaii Communication Skills Framework are examples of how operational resources are aligned with student learning needs.
- **Community engagement:** Regular input from the Indigenous Education Council (IEC) and the District Parent Advisory Council (DPAC) informs planning at both the school and district level, ensuring priorities reflect the voices of students, families, and communities.

Appendix 1 – Grade 4 FSA Literacy

SD050 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	32 69%	35 77%	24 75%	33 82%	39 95%
Indigenous Resident Students	23 57%	21 67%	17 71%	18 78%	28 93%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	12 83%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	16 100%
CYIC Resident Students	0	0	Masked	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD050 - Grade 4 FSA Literacy - On Track / Extending Rate

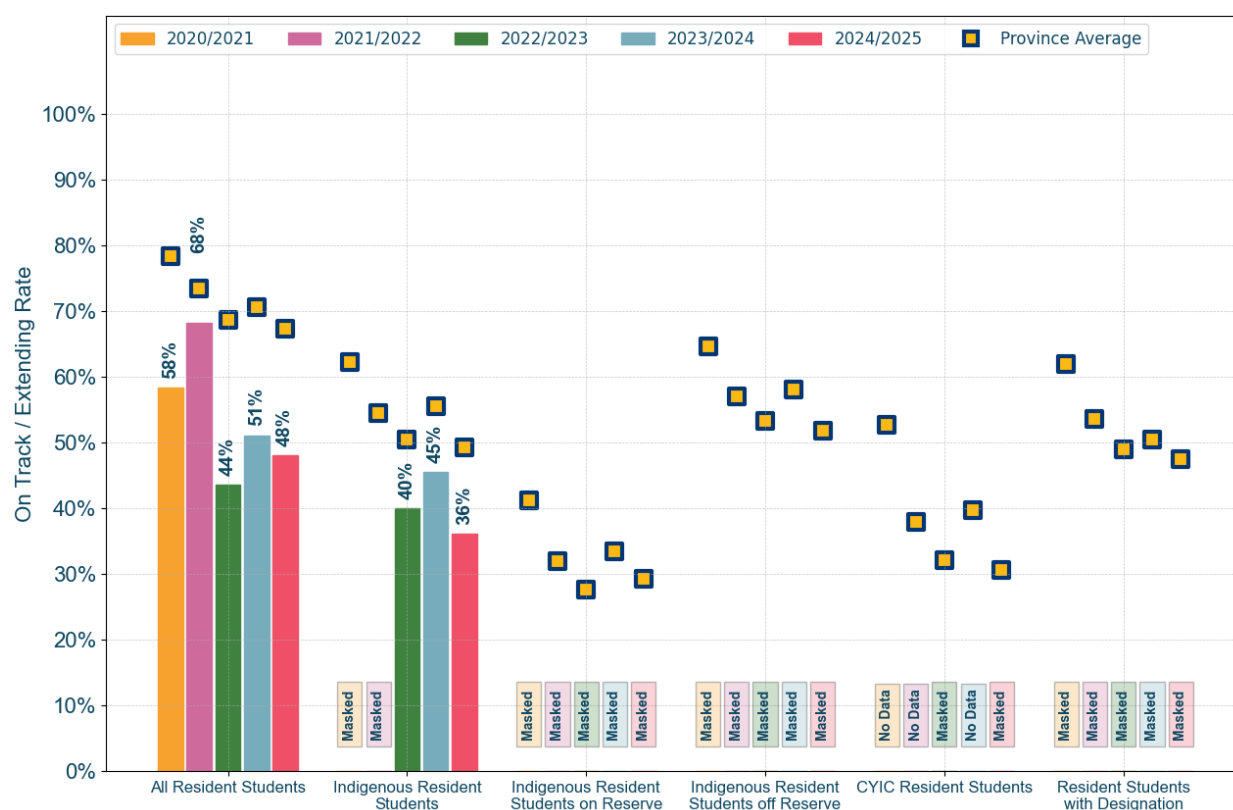


Appendix 2 – Grade 7 FSA Literacy

SD050 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	36 67%	35 63%	47 83%	53 85%	53 94%
Indigenous Resident Students	26 65%	19 68%	43 81%	35 94%	38 95%
Indigenous Resident Students on Reserve	Masked	Masked	22 73%	15 93%	19 100%
Indigenous Resident Students off Reserve	Masked	Masked	21 90%	20 95%	19 89%
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	Masked	Masked	16 75%	Masked	13 100%

SD050 - Grade 7 FSA Literacy - On Track / Extending Rate



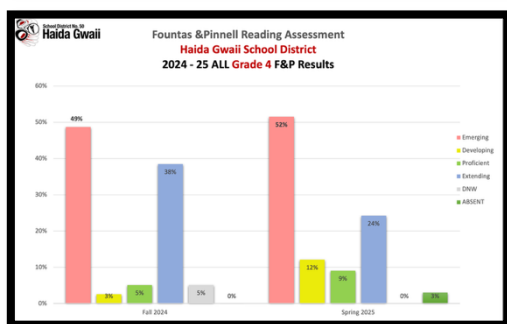
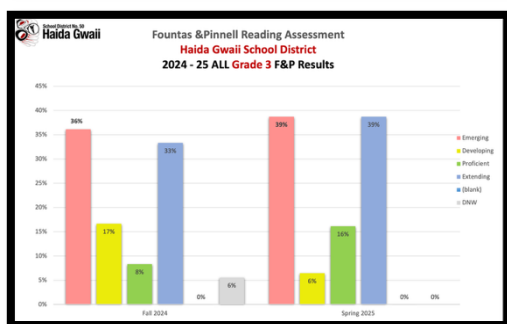
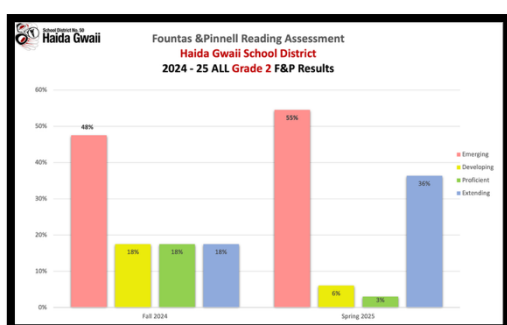
Appendix 3 – Fountas and Pinnell Reading Assessment

Beginning in the 2023–24 school year, the Haida Gwaii School District introduced the Fountas & Pinnell Reading Assessment (FPRA), a tool that helps us better understand students’ reading accuracy, fluency, and comprehension.

- In 2023–24, the FPRA was used with Grade 2 students only.
- In 2024–25, the assessment was expanded to Grades 2–4.
- In 2025–26, the scope will further expand to include Grade 5.

It is important to note that the FPRA is different from a reading screener. A screener (such as Acadience) will be introduced in Fall 2025 starting with kindergarten students and will serve a different but complementary purpose.

The following Fall to Spring comparative results reflect 2024–25 FPRA data for all students in Grades 2–4. In addition to overall trends, we have also reviewed disaggregated results for students with Indigenous ancestry, students with diverse abilities, and, where appropriate, students in care.



Key Trends Observed

• Encouraging Growth at the Top End

Across grades, more students are moving into the Extending category, showing strong reading progress and achievement.

• Persistent Needs at the Emerging Level

The proportion of students in the Emerging category has not decreased from Fall to Spring—and in some grades, it has grown. This highlights the importance of focused, consistent support for learners who are still developing foundational reading skills.

• A Small “Middle Band”

The Developing and Proficient categories remain relatively small. This suggests that while some students are thriving, others need more targeted support to move steadily out of Emerging and into proficiency.

Implications for Our Work

These results reaffirm the need to:

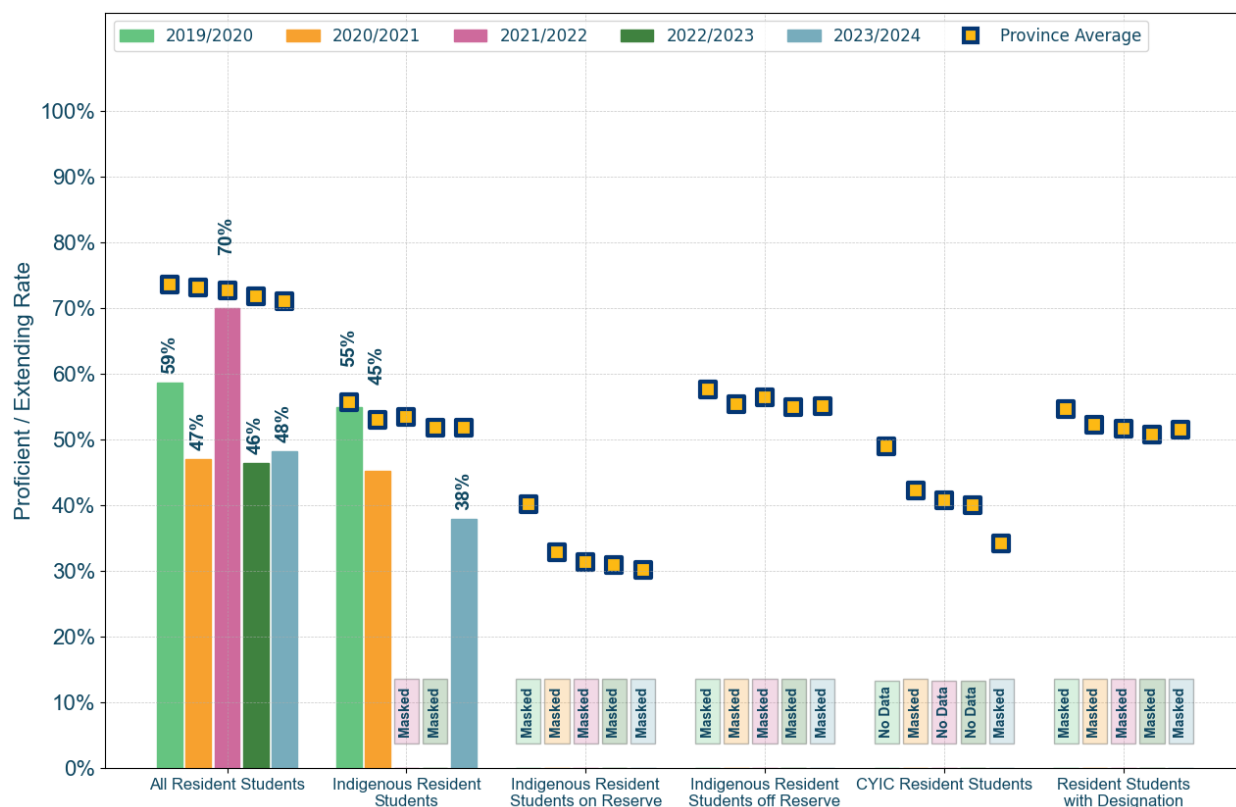
- Continue to provide rich learning opportunities for students who are already Extending, ensuring they remain challenged and engaged.
- Use this assessment information alongside classroom observations and other data sources to guide instruction and collaborative planning at the school and classroom level toward personalized, “just right” targeted learning.

Appendix 4 – Grade 10 Literacy Expectations

SD050 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	46 63%	38 87%	40 45%	34 71%	47 91%
Indigenous Resident Students	33 61%	23 83%	26 38%	26 65%	30 90%
Indigenous Resident Students on Reserve	18 56%	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	15 67%	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	18 78%

SD050 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate

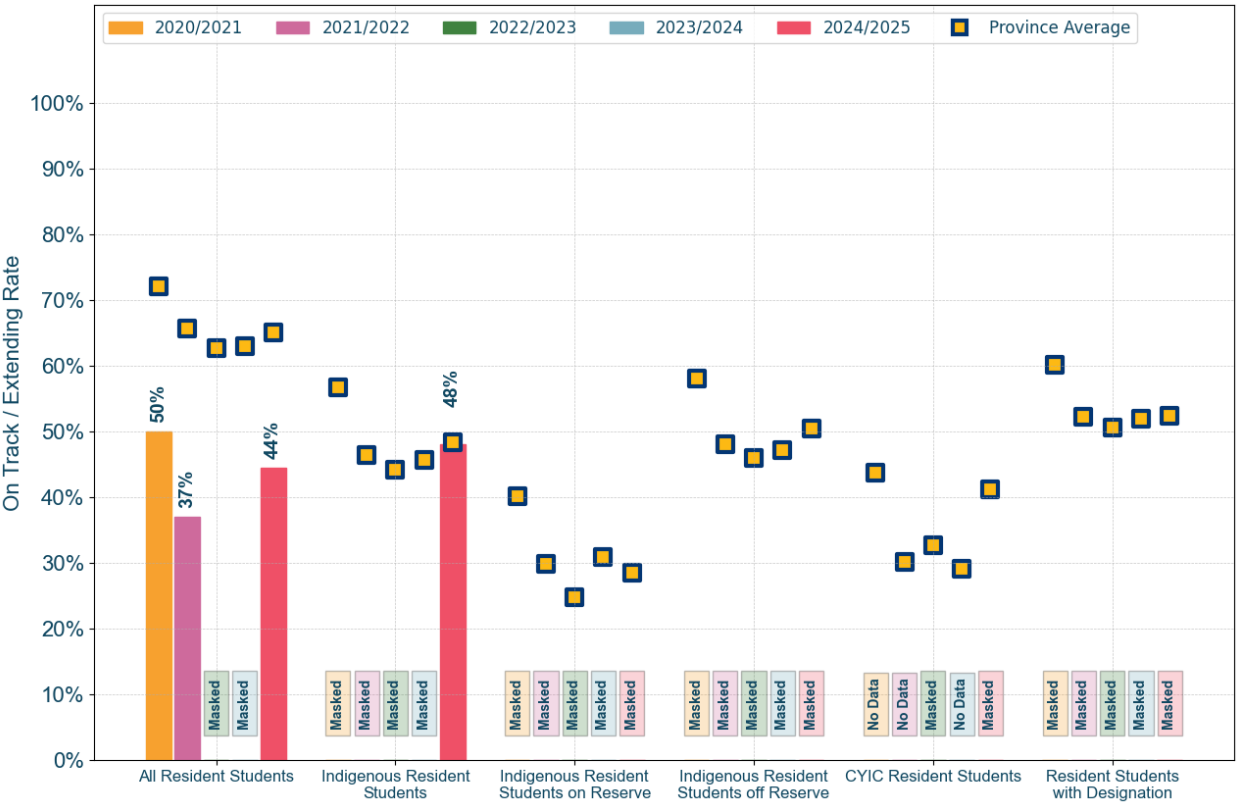


Appendix 5 – Grade 4 FSA Numeracy

SD050 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	32 75%	35 77%	24 71%	33 88%	39 92%
Indigenous Resident Students	23 65%	21 67%	17 65%	18 89%	28 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	12 92%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	16 88%
CYIC Resident Students	0	0	Masked	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD050 - Grade 4 FSA Numeracy - On Track / Extending Rate

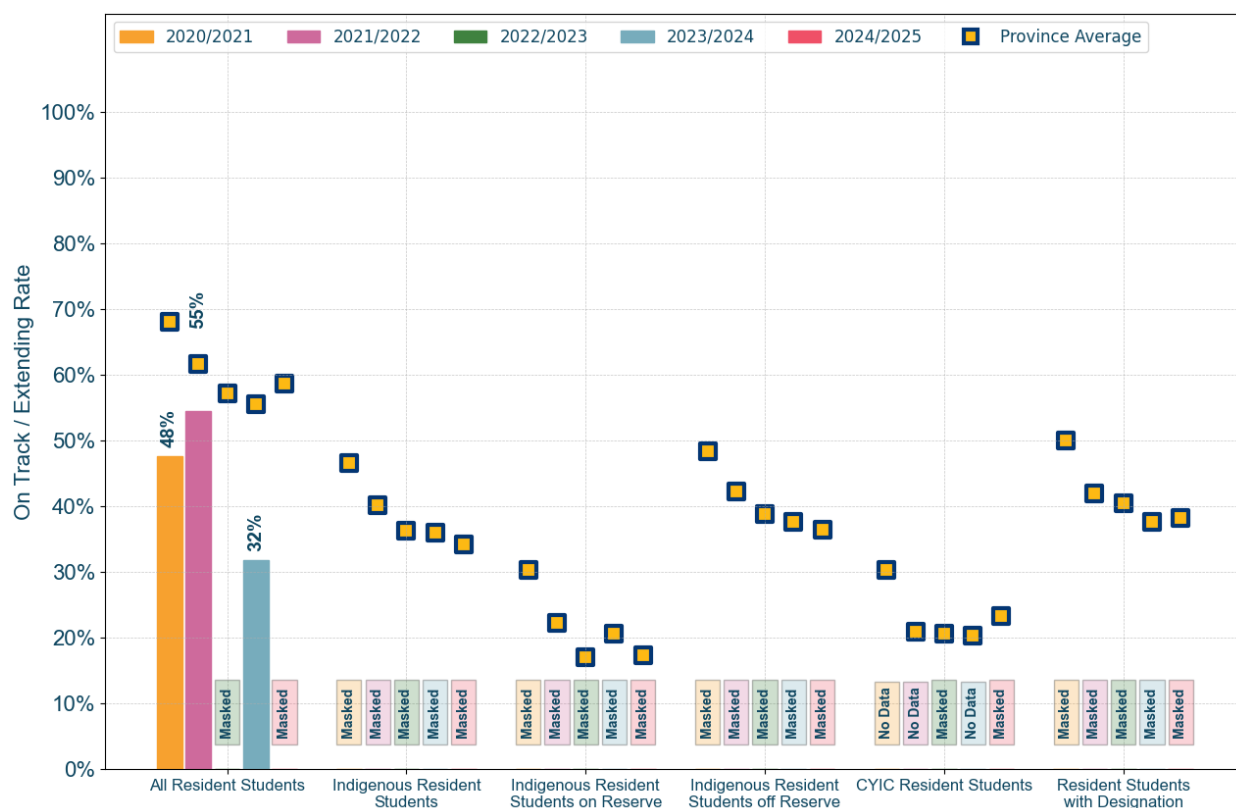


Appendix 6 – Grade 7 FSA Numeracy

SD050 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	36 58%	35 63%	47 83%	53 77%	53 94%
Indigenous Resident Students	26 58%	19 68%	43 81%	35 83%	38 95%
Indigenous Resident Students on Reserve	Masked	Masked	22 73%	15 93%	19 100%
Indigenous Resident Students off Reserve	Masked	Masked	21 90%	20 75%	19 89%
CYIC Resident Students	Masked	Masked	Masked	0	Masked
Resident Students with Designation	Masked	Masked	16 75%	Masked	13 100%

SD050 - Grade 7 FSA Numeracy - On Track / Extending Rate

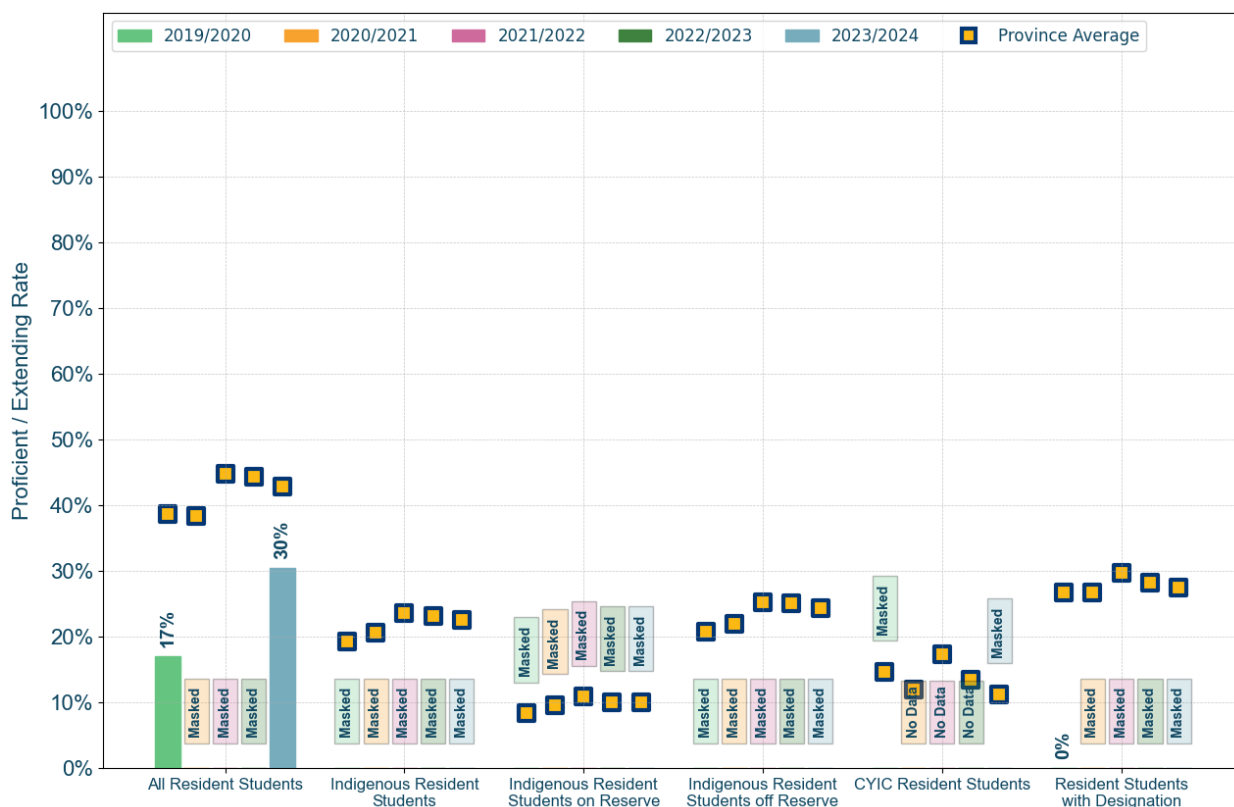


Appendix 7 – Grade 10 Numeracy Expectations

SD050 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	47 94%	38 92%	35 71%	35 71%	47 83%
Indigenous Resident Students	34 94%	23 91%	23 70%	26 65%	30 80%
Indigenous Resident Students on Reserve	18 89%	12 92%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	16 100%	11 91%	Masked	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	11 100%	12 83%	Masked	Masked	18 67%

SD050 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

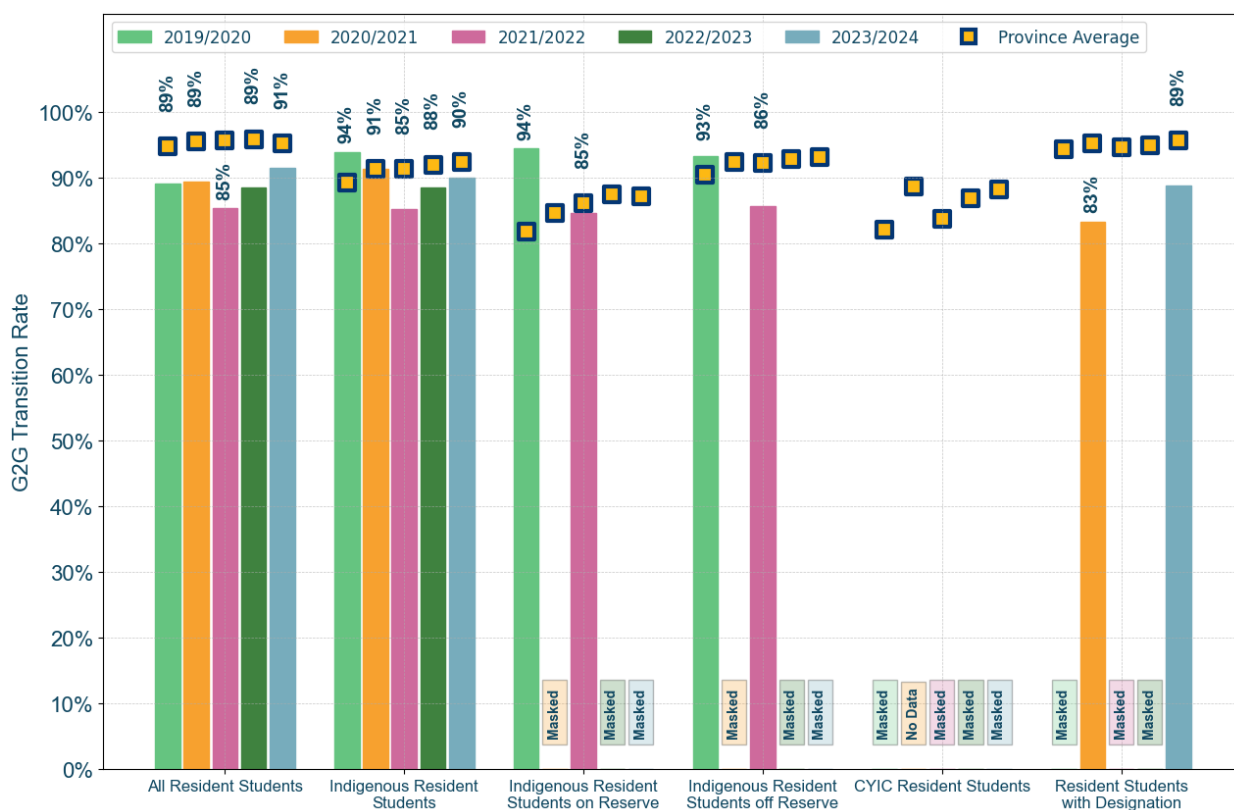


Appendix 8 – Grade to Grade Transitions

SD050 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	46	38	41	35	47
Indigenous Resident Students	33	23	27	26	30
Indigenous Resident Students on Reserve	18	Masked	13	Masked	Masked
Indigenous Resident Students off Reserve	15	Masked	14	Masked	Masked
CYIC Resident Students	Masked	0	Masked	Masked	Masked
Resident Students with Designation	Masked	12	Masked	Masked	18

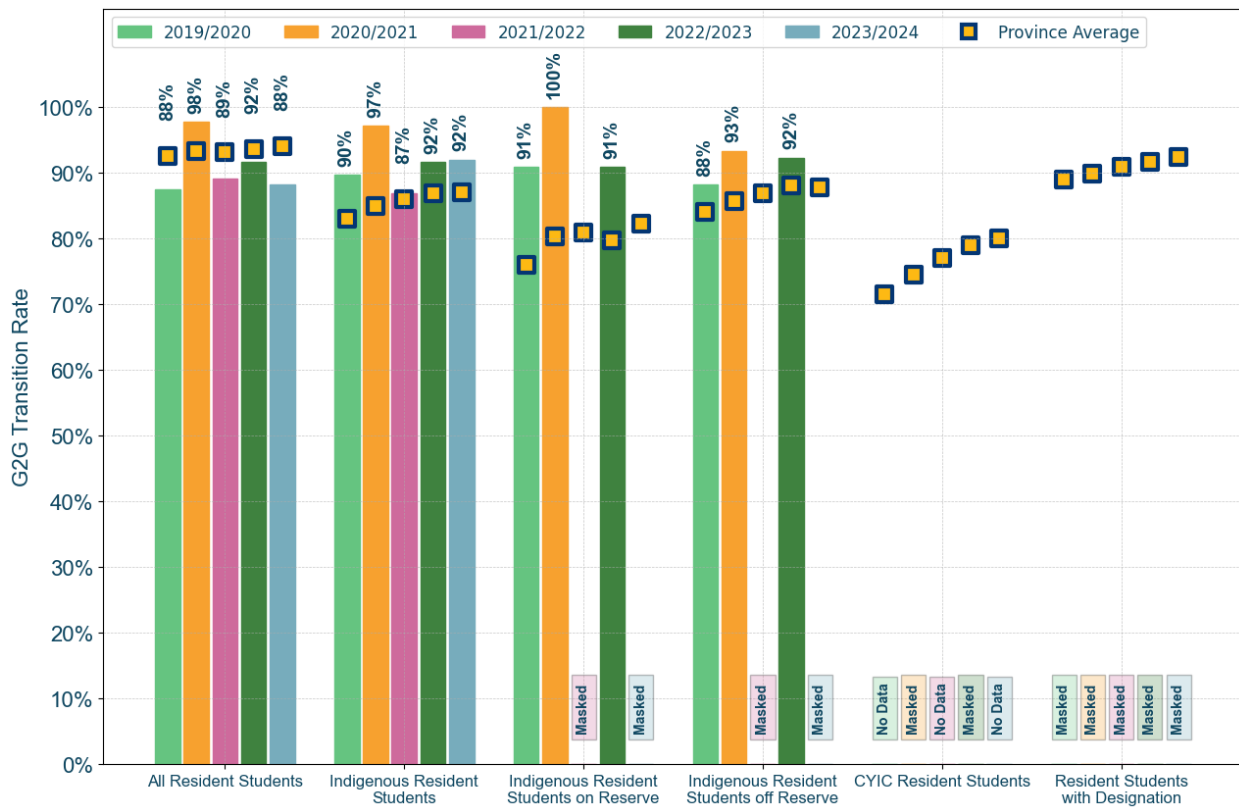
SD050 - Grade 10 to 11 Transition Rate



SD050 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	56	44	37	36	34
Indigenous Resident Students	39	35	23	24	25
Indigenous Resident Students on Reserve	22	20	Masked	11	Masked
Indigenous Resident Students off Reserve	17	15	Masked	13	Masked
CYIC Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

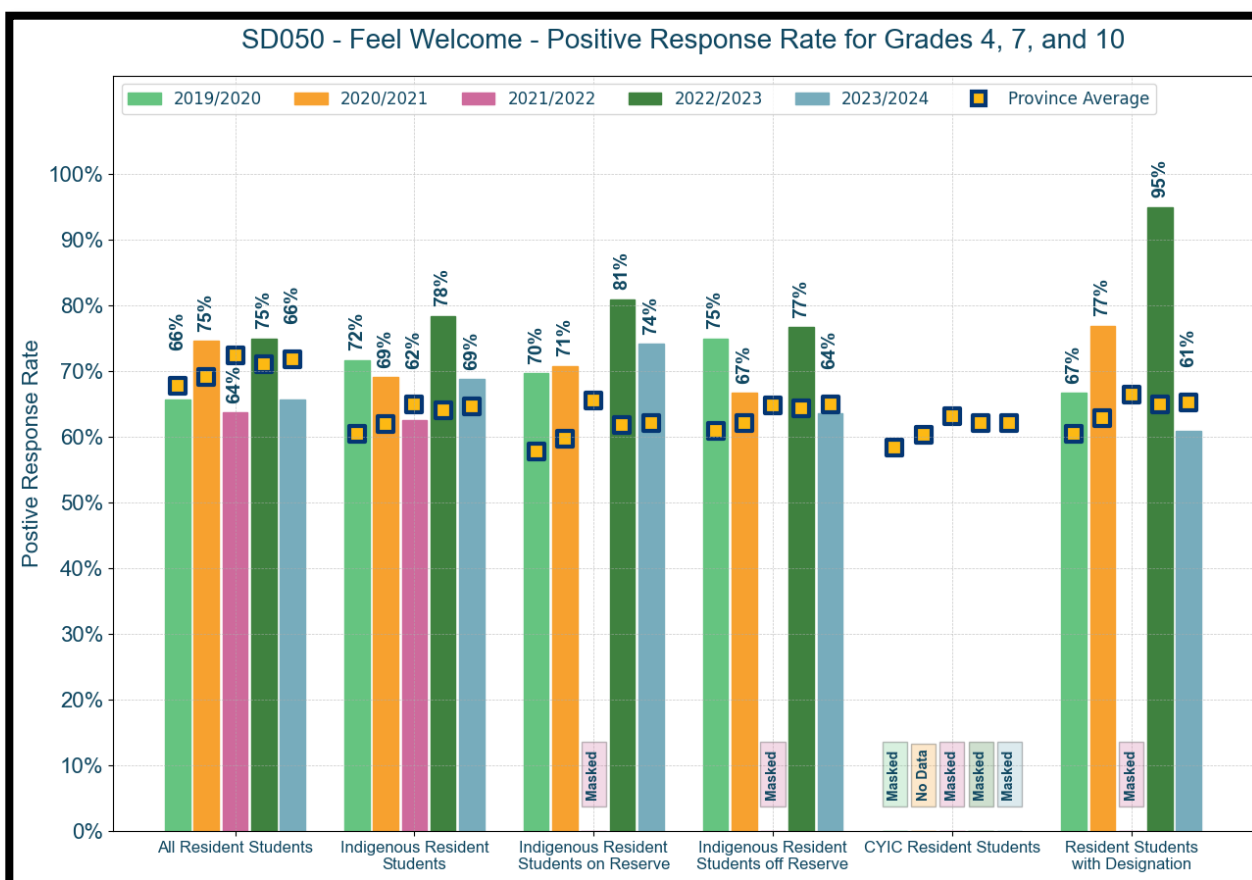
SD050 - Grade 11 to 12 Transition Rate

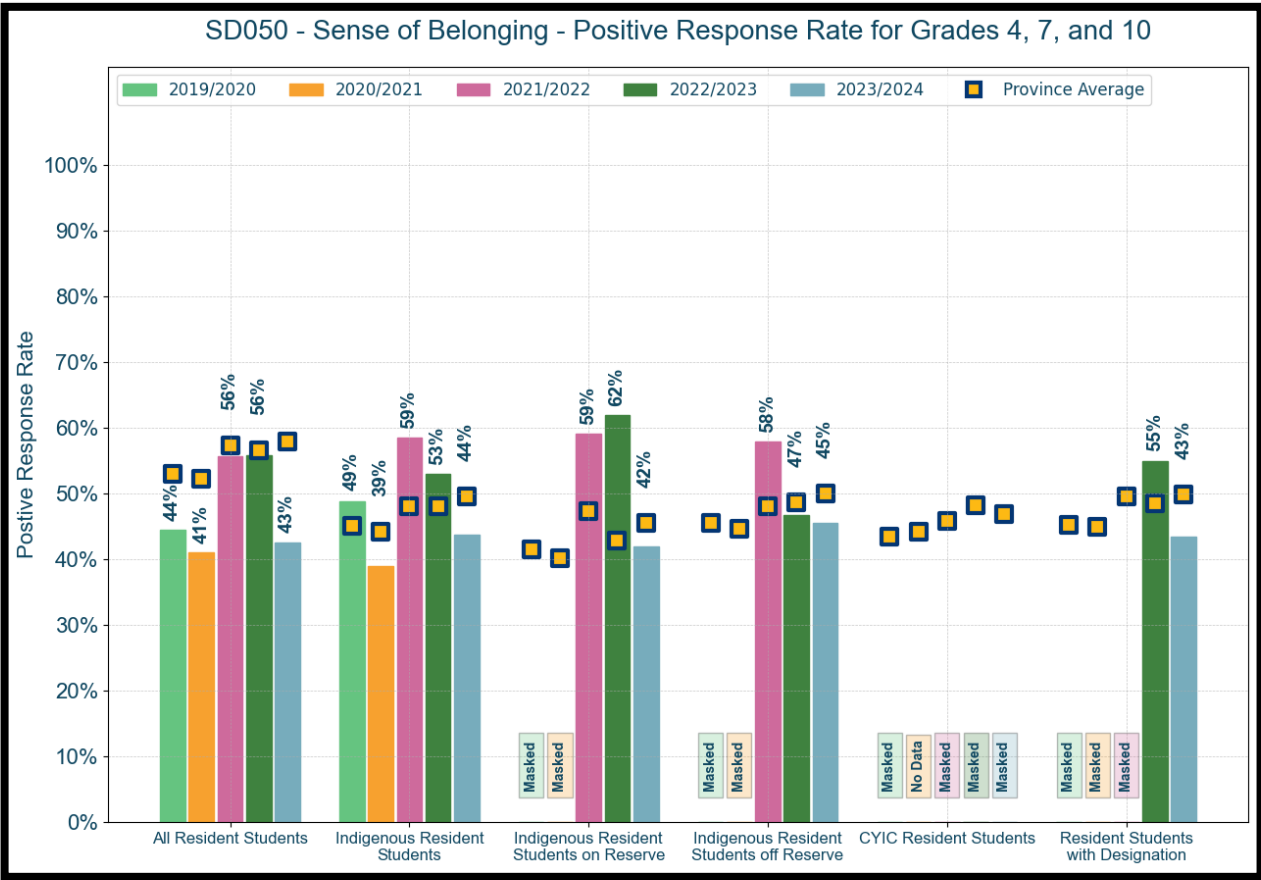
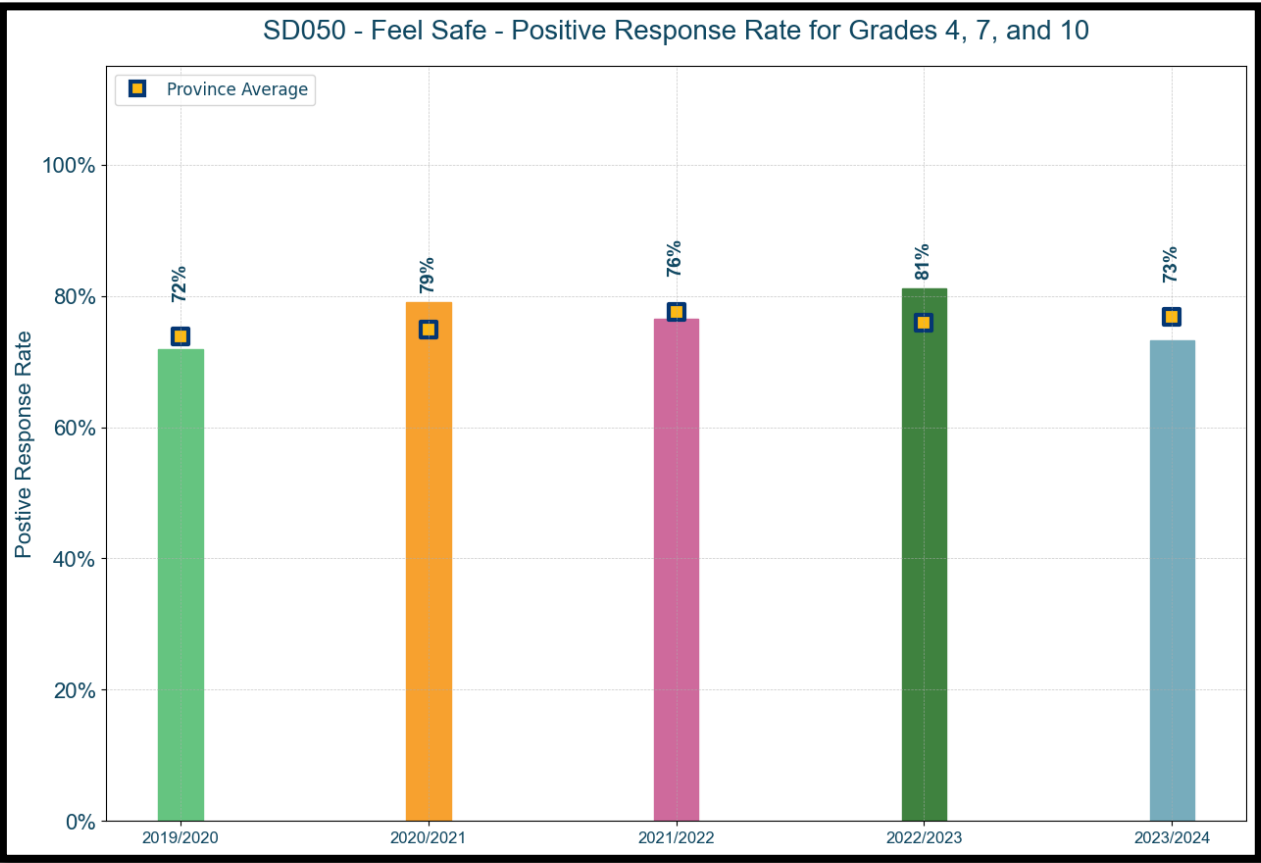


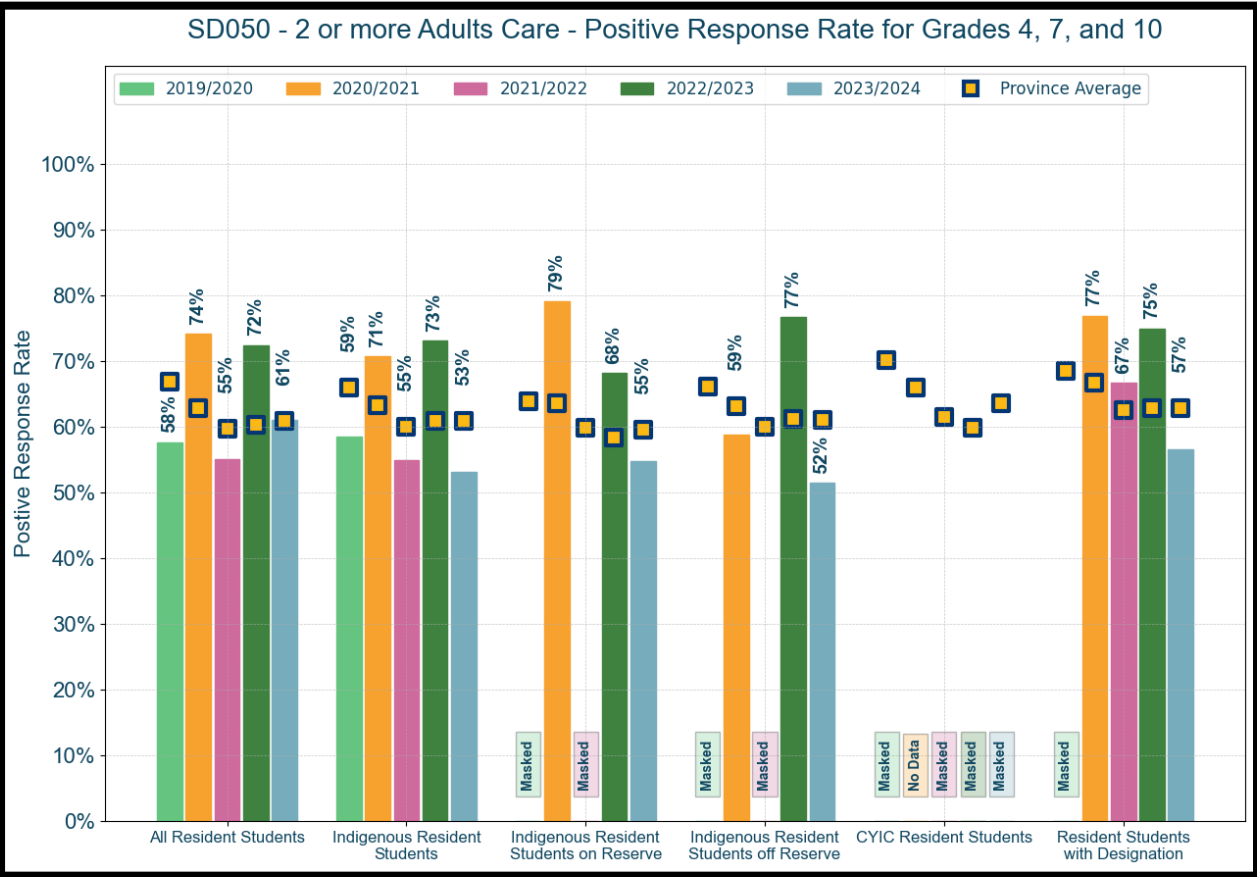
Appendix 9 – Human and Social Development

SD050 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	109 56%	108 60%	111 64%	106 65%	133 82%
Indigenous Resident Students	88 60%	73 59%	67 61%	86 60%	83 78%
Indigenous Resident Students on Reserve	51 67%	41 61%	32 69%	41 59%	43 72%
Indigenous Resident Students off Reserve	37 51%	32 56%	35 54%	45 62%	40 85%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33 55%	27 48%	22 64%	33 58%	31 68%





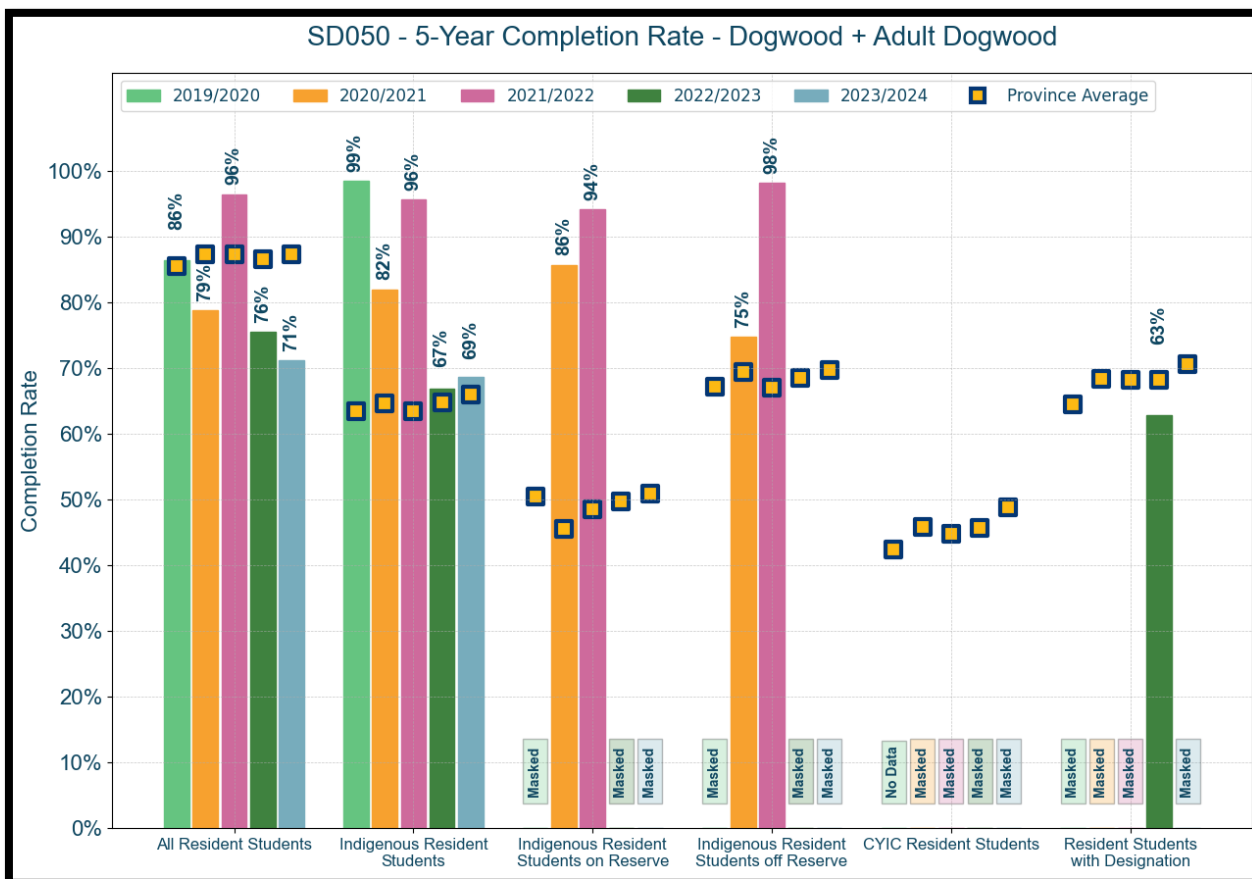


Appendix 10 – Career Development

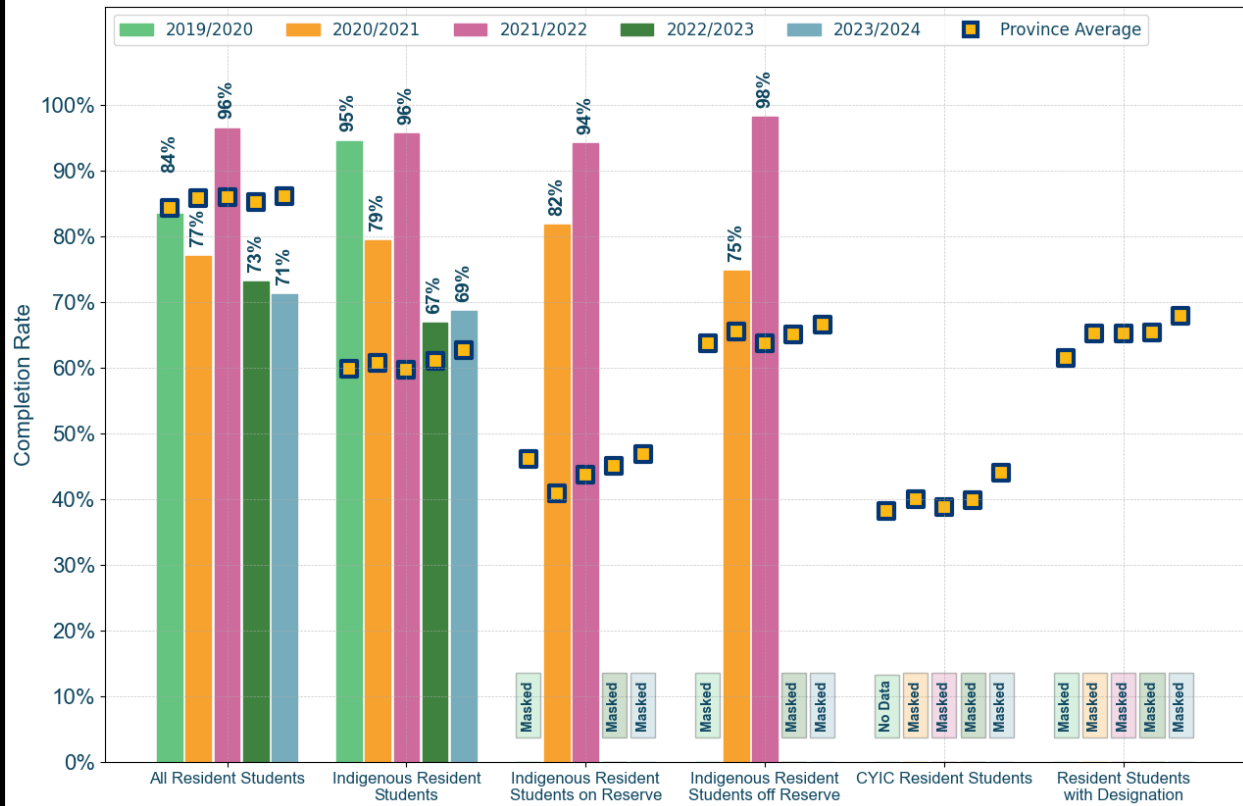
Graduation – Achieved Dogwood within 5 Years

SD050 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	39 4	60 4	43 4	44 3	37 2
Indigenous Resident Students	28 3	41 2	32 2	27 2	23 1
Indigenous Resident Students on Reserve	Masked	27 1	20 1	Masked	Masked
Indigenous Resident Students off Reserve	Masked	14 1	12 1	Masked	Masked
CYIC Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	17 1	Masked



SD050 - 5-Year Completion Rate - Dogwood



Appendix 11 – Life & Career Core Competencies

Post-Secondary Transitions

SD050 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	28	31	43	42	29
Indigenous Resident Students	20	26	31	32	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	0	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

